

FACULTY PERCEPTIONS OF CAREER AND TECHNICAL EDUCATION AND THE
SCHOOL-TO-WORK PROGRAM AT LINCOLN HIGH SCHOOL IN WISCONSIN RAPIDS,

WISCONSIN

by

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ABSTRACT

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Faculty perceptions of Career and Technical Education and the School-to-Work program at
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The purpose of this study is to determine the perceptions of the Wisconsin Rapids Lincoln High School (LHS) faculty on the topic of Career and Technical Education (CTE) and School-To-Work (STW). It is necessary to conduct this study to gain faculty feedback on the CTE department and STW program. Recommendations based upon interpretation of the research data will be utilized locally to develop a CTE and STW professional development opportunities and a program-marketing plan.

The review of literature presents the pertinent literature regarding CTE and STW programs.

The literature will include the following topics: CTE initiatives, STW programs, career planning, and the local STW program status.

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TABLE OF CONTENTS

	Page
Abstract	ii
List of figures	vii
CHAPTER ONE: INTRODUCTION	
Introduction	1
Background of problem	1
Statement of problem	5
Purpose of the study	5
Research questions	5
Significance of study	5
Limitations of the study	6
Assumptions of the study	6
Definition of terms	6
CHAPTER TWO: LITERATURE REVIEW	
Introduction	9
Career and technical education initiatives	9
Table 2.1 Workplace know-how	13
School-to-work programs	14
Career planning and development	17
Local school-to-work program status	18
Summary	18

CHAPTER THREE: METHODOLOGY

Introduction.....	19
Research design	19
Selection of subjects	19
Instrumentation	19
Data collection	20
Data processing analysis	21
Limitations	21
Summary	21

CHAPTER FOUR: RESULTS

Introduction.....	22
Demographic Information.....	22
Item Analysis	22
Research question analysis	35

CHAPTER FIVE: DISCUSSION

Introduction.....	37
Summary	37
Conclusions.....	37
Recommendations of study.....	38
Recommendations of school district.....	39
REFERENCES	40
APPENDIX A.....	43

LIST OF FIGURES

4.1	Students receive career information.....	23
4.2	Student's knowledge of career access.....	24
4.3	Sufficient STW offerings.....	24
4.4	CTE credit transfer value	25
4.5	Parents knowledge of STW	25
4.6	Adequate career center.....	26
4.7	Effective career guidance plan.....	26
4.8	Counseling staff numbers	27
4.9	Academic planning curriculum maps	27
4.10	Sufficient career information provided.....	28
4.11	Access to career plans	28
4.12	Student career portfolios	29
4.13	Parent and community participation	29
4.14	Business participation in career development.....	30
4.15	Job shadowing availability.....	30
4.16	Teacher's knowledge of business and industry	31
4.17	Access to work-based learning	31
4.18	In-services regarding career development	32
4.19	Work-based learning and school-based learning connection.....	32
4.20	Benefit of one CTE class	33
4.21	Employment for Education Act requirement.....	33
4.22	State certified STW programs.....	34

4.23	One-half credit of CTE of graduation.....	34
4.24	Perception of CTE.....	35
4.25	Knowledge of STW	35
4.26	Attitude toward career planning.....	36

CHAPTER ONE

Introduction

Background of Problem

Vocational education has deep roots, as humans have learned to work by imitation, trial and error, apprenticeship, and, more recently, by modern organized classrooms and laboratory instruction. ‘The evolution of vocational and applied technology can be traced from the Paleolithic period, through the Neolithic period, Agricultural Civilization, Bronze Age, Iron Age and Greek Civilization and Power Age to our Post Industrial or Information Age of today’ (Scott & Sarkees-Wircenski, 1996, p. 47). (cited in Pautler, 1999, p. 3)

Vocational education has evolved a lot in the last forty years. In the early sixty’s President Kennedy formed a panel of consultants on Vocational Education. According to Pautler (1999) this panel recommended the expansion of vocational and technical training that would be consistent with the national economic needs. “ In 1984, the Carl D. Perkins Vocational Act sought to assist states to expand, improve, modernize and develop quality vocational-education programs to meet needs of the nation’s workforce and to improve productivity and promote economic growth” (Pautler, 1999, p. 16). This act encouraged academic foundations, career planning, and partnerships with business and industry. In 1998, the Carl D. Perkins Vocational Act was amended. According to the amendment, the specific purpose of the Act was stated (p. 16):

The purpose of this Act is to develop more fully the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical programs, by-

1. building on the efforts of states and localities to develop challenging academic standards;
2. promoting the development of services and activities that integrate academic, vocational, and technical instruction and that link secondary and postsecondary education for participating vocational and technical education students;
3. increasing state and local flexibility in providing services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and
4. disseminating national research, and providing professional development and technical assistance, that will improve vocational and technical education programs, services, and activities.

In 1994, also on the national level, the School-to-Work Opportunities Act (STWOA) was enacted supporting Vocational and Technical Education (VTE) with financial assistance for five years, (Shanovich and Merrifield 2001).

“The Carl Perkins Vocational and Technical Act of 1998 provides federal assistance to secondary and postsecondary vocational and technical programs from July 1, 1999 through June 30, 2004” (Shanovich & Merrifield, 2001, p. 3). Wisconsin embraced this opportunity and financial support from the STWOA and Carl Perkins Act and moved forward with their Vocational programs. Wisconsin Department of Public Instruction (WDPI) and the Governor’s Work-Based Learning Board (GWBLB) are the agencies implementing and monitoring all VTE and School-to-Work (STW) initiatives in the state of Wisconsin. According to the Department of Work-Based Development, (2002) the GWBLB includes: youth apprenticeship, tech prep, and

other work-based programs. It was created in the 1999-01 state biennial budget and is attached to the Department of Workforce Development for administrative purposes.

Along the GWBLB, the Wisconsin Department of Public Instruction Career & Technical Education Team (WDPI & CTE) is committed to quality CTE programs. Their mission statement is: “The Career & Technical Education Team provides leadership, service and connections to prepare learners for life, work and careers” (Wisconsin Department of Public Instruction, 2002, n.p.).

By becoming knowledgeable and working proactively with DPI and the GWBLB local communities will benefit from CTE and STW programs. One Wisconsin community that is aggressively working to achieve its goals in CTE and STW is Wisconsin Rapids. The community of Wisconsin Rapids (cited in the Wisconsin Rapids Chamber of Commerce) is located in North Central Wisconsin, has a population of approximately 20,000 people and is home to approximately 45,000 people in the surrounding area (2002). Lincoln High School (LHS) is the only public high school in Wisconsin Rapids. LHS’s population consists of 1,553 students, grades 10-12, and 112 faculty and staff, according to Wisconsin Rapids Public Schools (WRPS, 2002). LHS staff is committed to fulfilling the mission of the Wisconsin Rapids Public School system (Wisconsin Rapids Board of Education, 2002, n.p.): “Working together with home and community, we are dedicated to providing the best education for every student, enabling each to be a thoughtful, responsible contributor to a changing world.” The WRPS mission statement is similar to the CTE team’s mission statement in the following way, by providing leadership and connections to life, work, and careers, the educators are enabling students to be responsible contributors to a changing world. To fulfill these missions and truly provide the best education for every student, academic and vocational teachers must work together toward this common

goal. One way vocational and academic teachers can work together to obtain the same goal is by integrating academic and vocational education. According to Stern et al. (1994), in addition to applying information and concepts from academic courses, many academic courses should be directly concerned with work-related knowledge and skills integrated into their academic classrooms for their students. Just as academic educators need to integrate, it is just as important for vocational educators to integrate.

In its most basic form, curriculum integration involves the infusion of academic content into vocational programs, often referred to as “enhanced academics.” The new vocationalism, however, calls for “enhanced academics,” which is achieved when students engage in learning experiences that are situated in real-life contexts and that afford in-depth understanding and the development of higher-order thinking skills (Pisapia and Riggins 1997; Stasz 1997). (cited in Brown, 1998, n.p.)

When integration occurs between programs, there will be less segregation between the vocational and academic programs and more focus on obtaining the districts’ mission, thus resulting in a better education for students and image for all involved. According to Catri (1998, n.p.), “A good image begins with good programs that meet the needs of students, employers, and community.”

In the 2000-2001 school year, WRPS was dedicated to improving its CTE programs and career integration. WRPS hired CESA 5 (an educational agency) to conduct a yearlong study collecting data to assist them in a self-evaluation study (CESA 5, 2001). This study involved three components: 1. Review team evaluation of the CTE programs, 2. CTE teacher interviews, and 3. Surveys. The self-evaluation study was beneficial to WRPS and its CTE programs. One topic that was not addressed in the study was the perceptions and knowledge of CTE and STW

by the LHS faculty. The administration and CTE coordinators were interested in the opinions of the faculty and their current knowledge of these programs.

Statement of Problem

Presently, no information exists that indicates faculty perceptions of the CTE department and STW program at LHS in Wisconsin Rapids, WI.

Purpose of the Study

The purpose of this study is to determine the perceptions of the Wisconsin Rapids Lincoln High School (LHS) faculty on the topic of CTE and STW. It is necessary to conduct this study to gain faculty feedback on the CTE department and STW program.

Recommendations based upon interpretation of the research data will be utilized locally to develop a CTE and STW professional development opportunities and a program-marketing plan.

Research Questions

This descriptive study attempts to answer the following research questions:

- 1) What is the faculty perception of CTE at LHS?
- 2) Are LHS faculty knowledgeable about the STW program?
- 3) What is the LHS faculty attitude towards student career planning?
- 4) What is the demographic profile of the faculty at LHS?

Significance of the Study

This study is important because the success of the CTE department and STW program lies in the ability and willingness of the faculty to be knowledgeable proactive with the CTE and STW initiatives. Information resulting from this study is significant for the following reasons:

- 1) To provide professional development opportunities in CTE and STW.

- 2) To provide information to develop a marketing plan for the CTE and STW programs.
- 3) To strengthen faculty relationships.
- 4) May serve as a reference guide to other public schools.

Limitations of the Study

The following are limitations of the study:

The following are limitations of the study:

- 1) This study was limited to faculty perceptions at LHS located in Wisconsin Rapids, WI.
- 2) The survey instrument had face validity only and was developed by researcher.
- 3) Data is limited to the honesty of the respondent.
- 4) Research will not include the implementation of a marketing plan and/or professional development curriculum.

Assumptions of the Study

- 1) This study assumes that respondents will answer honestly.
- 2) This study assumes that respondents will complete and return the survey in a timely manner.

Definition of Terms

The following definitions were cited from *School-to-Work glossary of terms* (2002, n.p.):

- 1) Career Exploration- is a process, which takes place at the middle school and is designed to provide some in-depth exposure to career options for students.

- 2) Connecting Activities- are programs or human resources that help link school-to-work-based education programs in the manner described in the School-to-Work Opportunity Act.
- 3) Consortium- is a group of two or more agencies that enter into a cooperative agreement to share information of provide services that benefit students.
- 4) Cooperative Education- is where a student coordinates their studies with a job related to their academic of occupational objectives.
- 5) Integrated Curriculum- is when academic and occupational/career subject matter are taught in a manner that emphasizes relationships among disciplines.
- 6) Internships- Student internships are situations where students work for an employer for a specific period of time to learn about a particular industry or occupation.
- 7) On-the-Job Training- is hands-on training in specific occupational skills that students receive as part of their workplace experiences.
- 8) Skill Certificate- is a portable, industry recognized credential that certifies the holder has demonstrated competency on a core set of content and performance standards related to an occupational cluster area.
- 9) Skill Standard- specifies the knowledge and competencies required to perform successfully in the workplace.
- 10) Tech Prep- is the name given to programs that offer at least four years of sequential course work at the secondary and postsecondary levels to prepare students for technical careers.

- 11) Technical Education- is a program of vocational instruction that prepares individuals for positions, such a draftsman of lab technician, in different occupational areas requiring a range of skills and abilities.
- 12) Work based learning- is activities at the high school level that involves actual work experience connected to a curriculum.
- 13) Youth Apprenticeship- is a one or two-year program that has a school based curriculum and work based component in a specific occupational designed to lead directly into either a postsecondary program, entry level job or registered apprenticeship program.

CHAPTER TWO

Review of Literature

Introduction

This chapter will review the pertinent literature regarding CTE and STW programs. The literature will include the following topics: CTE initiatives, STW programs, career planning, and local STW program status.

CTE Initiatives

Initiatives for CTE had its beginning almost four thousand years ago. This type of CTE took place in the form of apprenticeships as early as 2000 B.C. At this time school provided two stages of training. The primary state consisted of reading and writing ancient literature and the second was apprenticeship, usually for the government (Finch & Crunkilton, 1999). CTE existed separately from a more general education until the industrial revolution. “During this time of rapid change and occupational mobility, groundwork was being established for a VTE movement” (Finch & Crunkilton, 1999, p. 6).

The movement progressed into having the Commission on National Aid study people’s view on CTE. These studies resulted in the Vocational Education Act that was signed into law in February 1917, commonly know as the Smith-Hughes Act. According to Paultler, this act was a plan between states and the federal government, providing funding for salaries and training (1999). This act had profound effects on VTE. Not only did it provide funding for quality education, it made local and state agencies accountable for the funding. The VTE act of 1963 and its amendments in 1968, 1972, and 1976, expanded the role of VTE and its funding. Attention shifted from subject areas to preparing all groups in the community, from postsecondary, adult,

and junior high levels (1999). This shift provided students with a broad experiential base in preparing them for employment locally or globally.

“Beginning in the 1960’s, people began to recognize that the world was slowly shifting from separate and distinct country economies to a more holistic, global economy” (Finch & Crunkilton, 1999, p. 7). Competition was now shifting from regional and national bases to an international market, - thus shifting our economy from low skills-high wages equilibrium to a high skills-high wages equilibrium (1999). VTE programs and its legislation now had to meet the challenges of our changing economy and prepare students at all academic levels to match their technical skills. Legislation from the national level emerged in response to this challenge. “The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Perkins II) is grounded in the notion that the United States is falling behind other nations in its ability to compete in the global marketplace” (1999, p. 8). This federal legislation distributed federal monies to the fifty states to implement vocational and STW initiatives relating to training the workforce of the next millennium. Wright (2001) indicated that monies were distributed through state Departments of Education, and Department of Industry, Labor and Human Relations (DILHR). The funding was available through an application process from individual states and was enhanced with the amendment to the Carl Perkins Act of 1998. The amendment focused on professional training in technology and vocational education for all teachers, developing integrated applied curriculum, and targeting special populations for high tech jobs in nontraditional careers.

The next initiative helped VTE and the Carl Perkins Act focus on skills people need to be successful in the world of work. This initiative was “SCANS” or “SCANS Skills”. The United

States Department of Labor's Education and Training Administration website provided the following description of "SCANS"(2002, n.p.):

In 1990, the Secretary of Labor appointed a commission (Secretary's Commission on Achieving Necessary Skills [SCANS]) to determine the skills our young people needed to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skilled, high-wage employment. Although the commission completed its work in 1992, its findings and recommendations continue to be valuable source of information to individuals and organizations involved in education and workforce development.

In the June 1991, *What work requires of schools report*, the SCANS group outlined three major conclusions:

- 1) All American high school students must develop a new set of competencies and foundation skills if they are to enjoy a productive, full and satisfying life.
- 2) The qualities of high performance that today characterize our competitive companies must become the standard for the vast majority of our companies, large and small, local and global.
- 3) The nation's schools must be transformed into high-performance organizations in their own right.

The words productive, high performance, and global are pertinent to the previous initiatives found in the VTE Act and Carl Perkins Act. But educators may ask, as stated by Horbinski, (2000) "What does this mean to me?" The SCANS report identifies five competencies and a three-part foundation of skills and personal qualities essential to job performance and necessary preparation for all students. The *Workplace know-how skills*

identified by SCANS are identified in table 2.1 (Horbinski, 2000, p. 10). SCANS focuses on the role schools play in preparing young people for work. “To succeed, educators must address changes taking place in the world of work” Cited in (Paulter, 1999, p.18).

The SCANS skills and competencies have been the basis of much of the development of the next CTE initiative, STW. In 1994, legislation passed the School-to-Work Opportunities Act. “The Act outlines a comprehensive education reform that offers opportunities for all students, including those from culturally, racially, and ethnically diverse backgrounds, disadvantaged youth, and the disabled” (Powerful Partnership, 1996, p. VII). It promotes high-quality transition systems that help students identify and navigate career paths. It also has challenged teachers, students, parents, administration, and business and industry to commit to providing their students a rigorous education that not only prepares them for success after school, but also provides them with strong learning and coping skills. According to Powerful Partnership, STW shows students how to use academic learning in the practical work arena and takes place in addition to, not instead of, academic learning (1996).

Table 2.1

Workplace Know-How

COMPETENCIES effective workers can productively use:	
Resources	Allocating time, money, materials, space, and staff
Interpersonal Skills	Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds
Information	Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information
Systems	Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing of improving systems
Technology	Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies
THE FOUNDATION competence requires:	
Basic Skills	Reading, writing, arithmetic and mathematics, speaking, and listening
Thinking Skills	Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning
Personal Qualities	Individual responsibility, self-esteem, sociability, self-management, and integrity

Since the Act became law, the National STW Office, working with state and local partnerships across the nation, has identified eight core elements that are essential to building STW systems. According to Ferguson's school-to-work guide (1999, p. 15) the eight core elements are:

- 1) Offer opportunities for all youth.
- 2) Include a continuum of STW elements in core curriculum.
- 3) Provide professional development opportunities.
- 4) Explore all aspects of an industry.
- 5) Encourage employer and labor union involvement.
- 6) Support career majors.
- 7) Establish substate structures.
- 8) Promote Accountability.

It is critical to revisit these elements to help pinpoint what is essential, what is possible, and what is unrealistic in STW systems.

As mentioned in chapter one, the Wisconsin state agencies that help administer these programs are WDPI, Carl Perkins funding and GWBLB, allocation of the STW funds.

STW Programs

STW programs are often referred to as work-based learning (WBL) programs. WBL is only one essential part of the STW program. It is essential because it provides a dimension of reality that schools alone have difficulty providing for students. STW programs can provide paid and non-paid WBL opportunities to students. The spectrum of STW and WBL opportunities in Wisconsin includes job shadowing, workplace mentorship, service learning, employability skills certificate program, traditional and state certified cooperative education, youth apprenticeship,

school-based enterprises, and simulated work tasks at school or through career and technical student organizations.

Job shadowing

Job shadowing a school-sponsored career exploration activity, that is short term with the emphasis on exploration, not work (Central Wisconsin school-to-career partnership, 2002).

Workplace mentorship

Workplace mentorship is “An adult mentor who offers career guidance, periodically checks on the young person’s progress, occasionally brings the student to the work site to demonstrate a practice or technique, comes to the classroom to make career presentations and is available to answer questions” (Powerful partnerships, 1996, p. 94).

Service Learning

Service learning is a method of teaching whereby students learn and develop through active, unpaid, participation in academic and practical activities that are conducted in and designed to meet the needs of their communities (Central Wisconsin school-to-career partnership, 2002).

Employability skills certificate program

Employability skills certificate program is intended to recognize a student’s mastery of employability skills valued by employers (Central Wisconsin school-to-career partnership, 2002).

Traditional and state certified cooperative education

The Cooperative Education Skill Standards Certificate Program is a school-supervised one-year paid work experience for students studying in one of the traditional career and technical education content areas and for which the student has a career goal: marketing, business,

agriculture, family and consumer education, technical education, and health occupations. The work-based experience is combination with related classroom instruction. Students work toward mastering industry endorsed competencies and are awarded a Certificate of Occupational Proficiency issued by DPI upon successful completion. Schools must be approved by DPI to offer certified co-op (Central Wisconsin school-to-career partnership, 2002. P. 1).

Youth apprenticeship

According to Central Wisconsin school-to-career partnership (2002), Youth apprenticeship is a one or two year program for high school juniors and/or seniors who are interested in specific occupations. Students get their training at the workplace from mentors and are paid for their work. Students receive their classroom curriculum at their local high school or technical college. When they complete the program, they receive a high school diploma and a Certificate of Occupational Proficiency. They're also eligible for advanced standing in Wisconsin technical colleges and meet academic requirements for most four-year colleges.

School-based enterprises

School-based enterprises are activities through which students produce goods or services for sale to or use by people other than themselves. For example, high school students build houses, staff child-care centers, fix cars, run restaurants, raise crops, and create clothing as stated in Stern et al. (1994).

Career and technical student organizations (CTSO's)

According to Casey Smith, (personal communication, June 2, 2003), person did not want their name to be shared. Indicated that CTSO's provide a unique program of career and leadership development, motivation and recognition exclusively for middle/junior high,

secondary, post secondary, adult and collegiate students enrolled in career and technical education programs.

Career Planning and Development

Career development theories have existed for approximately five decades. Each attempts to explain how and why people choose careers and the process in which they do this. Some of the questions the theories try to answer are: do internal or external factors matter more influencing career development, how much emphasis should be placed on the process of career development and planning and how much on its structural content, and when should career choices be made (Paulter, 1999)? Wisconsin Department of Public Instruction (DPI) has to answer the same questions when planning its guidance model and career development strategies. Two guidelines DPI uses to help answer and the above questions are; the Wisconsin Developmental Guidance Model (WDGM) and the Education for Employment (PI 26) Standard m.

The Wisconsin DPI in 1997 distributed a booklet titled, *The Wisconsin Developmental Guidance Model (WDGM), A Resource and Planning Guide*. “This booklet gives organizational and implementation strategies, leadership ideas, model delivery systems, roles for team members, and classroom activities for all grade levels of a K-12 school system” (Wright, 2001, p.10). In addition to the WDGM Wisconsin public schools use PI 26 and will use PI 26 amended, standard m – Education for employment (E4E) for direction in career planning and development.

Local school districts in Wisconsin will need to have their E4E district plans implemented by July 1, 2004. As stated in Skebba (2002)

“Education for employment is one of the state’s ‘20 school district standards’.

Commonly referred to as Standard (m), E4E requires school districts to provide access to a program that incorporates an applied curricula; guidance and counseling services; technical preparation; college preparation; youth apprenticeship or other job training and work experience; and instruction in skills relating to employment.”

The goal of the program is to provide all students K-12 access to an education for employment program which provides foundations for good citizenship and which links academic and occupational standards to workplace skills and experiences.

Local STW Program Status at Lincoln High School

Locally, four STW programs have been offered: business co-op, professional cooking co-op, marketing state certified co-op and youth apprenticeship one and two year options.

Historically, LHS has offered work based learning opportunities to students in the areas of marketing, business, family and consumer sciences and technology education. LHS has accessed state and federal funds since the inception of vocational education legislation. It’s program offerings in CTE has evolved as well, In the year 2002, offerings were comprehensive.

Examples include: Business co-op will be upgrading to a state certified program in the 2003-2004 school year, while marketing co-op will be in its third year as a state certified program.

Professional cooking co-op is in its second year as a traditional co-op program. The youth apprenticeship program is in its third year of offering eight different content areas.

Summary

The literature reflects the initiatives of comprehensive CTE and STW programs. This information could be included in effective professional development training for faculty and as a reference for a CTE and STW program-marketing plan.

CHAPTER THREE

Research Methods

Introduction

The problem in this study is to determine the perceptions of the faculty on the topic of CTE and STW. In this chapter, the methods and procedures used for conducting the data will be reviewed.

Research Design

The overall design of the research project breaks down into three phases. The first phase was to research issues in CTE to identify a problem. Enrolling in the two credit “Issues in CTE” course offered at UW-Stout completed phase one. Once a problem was identified, then phase two, a review of literature, was conducted. The review confirmed that there was a similar study conducted in Wisconsin. CTE and STW initiatives have a strong history and are relevant and essential in schools today, and by finding out faculty’s perceptions, we can develop professional development opportunities and a focused marketing plan. The third phase was to design the primary research; this is discussed in the following sections.

Selection of Subjects

The subjects in the research were all teaching faculty at Lincoln High School in Wisconsin Rapids, WI during the 2002 – 2003 school year. They were selected based on their employment at LHS. There are one hundred and seven teaching faculty at LHS.

Instrumentation

The researcher, under the supervision of University of Wisconsin-Stout faculty advisor, Dr. Carol Mooney, researched for similar survey instruments to replicate and designed one to examine faculty perceptions, knowledge, and attitude toward CTE and STW programs at LHS.

A questionnaire was developed using the research questions as a guide. (Appendix A). The subjects responded to the 23 question survey by rating their options on a five point Likert scale.

While the survey was being developed, the Human Subjects training was completed. Permission to conduct the survey from UW-Stout's Research Promotion Services / Human Subjects department was requested by the researcher after submission of the survey. Permission was received.

Data Collection

Permission was approved from the principal of LHS and then the Superintendent of Schools in the Wisconsin Rapids Public School system.

The data collection process consisted of six steps:

1. The survey, cover letter, consent form were provided at an all staff meeting. Survey completed voluntarily.
2. Orally explained purpose, nature and potential risk of survey.
3. Orally explained where to turn in the completed survey.
4. When completed they put it in a secure box (like a ballot box). The box was labeled and located with LHS's administrative assistant. She is located next to the faculty mailboxes and she supervises the mailroom.
5. To encourage and achieve a high response rate, every person completing the survey had the opportunity to enter a drawing to receive a \$25 gift certificate.
6. Faculty had a deadline to turn in the survey.

Data Processing and Analysis

The surveys were tabulated for statistical analysis by the researcher. In addition, a math and computer science faculty member from Lincoln High School was consulted to determine statistical analysis procedures. The twenty-three questions and demographic information were put in an Excel spreadsheet. The data was analyzed using frequency counts, percentages, and modes, where applicable. In addition a measure of central tendency was conducted. A staff member of the grant writing team in the Wisconsin Rapids Public Schools district validated the process.

Limitations

The following are limitations of the study:

- 1) The survey instrument had face validity only and was developed by the researcher.
- 2) Data was limited by the honesty of the respondent.
- 3) Data was limited to only one high school consisting of grades 10,11,12.

Summary

The methods and procedures reflected in chapter three, resulted in chapter four's presentation of research results.

CHAPTER FOUR

Results

Introduction

This chapter will include the results of this study. The chapter will start with demographic information and conclude with the following research questions under investigation:

- 1) What is the faculty perception of CTE at LHS?
- 2) Are LHS faculty knowledgeable about the STW program?
- 3) What is the LHS faculty attitude towards student career planning?
- 4) What is the demographic profile of the faculty at LHS?

Demographic Information

There are 107 teachers at LHS, 104 attended an all staff meeting at LHS and received the survey. Fifty-five actually completed the study, therefore representing 52.9 percent of the possible participants.

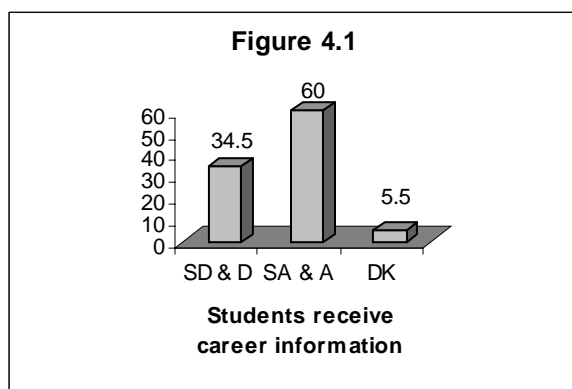
Of the 55, 28 (50.9%) were male teachers and 27 (49.1%) were female. Participating were 11 (20%) CTE teachers, 37 (67.27%) non-CTE teachers, and 7 (12.72%) teachers did not respond to the question. There were 9 (16.36%) with 0 to 5 years of teaching, 15 (27.27%) with 6 to 10 years of teaching, and 1 (1.81%) with 11 to 15 years of teaching, 25 (45.45%) with 16 or greater years of teaching experience, and 5 (11.11%) did not respond to the question.

Item Analysis

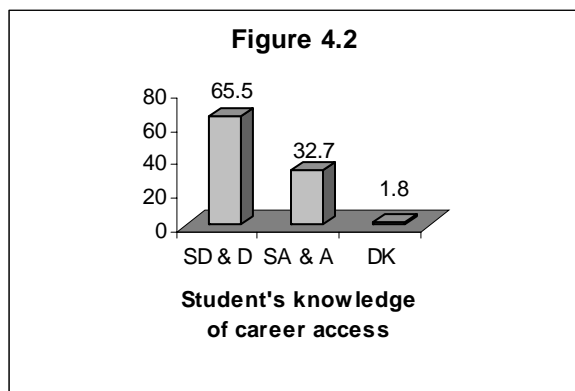
This section will analyze each item in the survey. The scale of measurement used was an ordinal Likert scale. The results will be illustrated in graph form with a narrative explanation as

well. There will be three percentages illustrated; strongly disagree and disagree (SD & D), strongly agree and agree (SA & A), and don't know (DK).

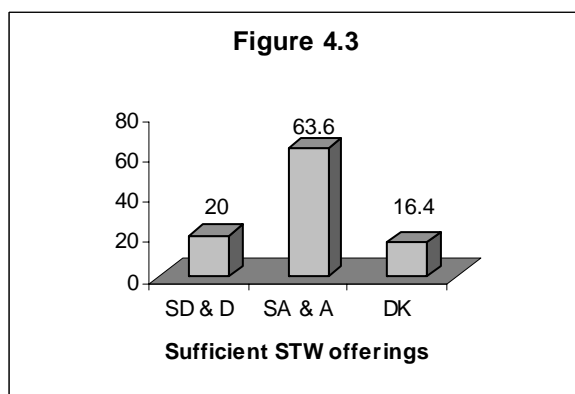
Item number one on the survey stated “Our high school program currently provides all students with information about careers and occupations.” Figure 4.1 presents the responses to this question; 60 percent of the respondents strongly agree or agree with this statement while 34.5 percent strongly disagree or disagree and 5.5 percent did not know how to respond to the statement.



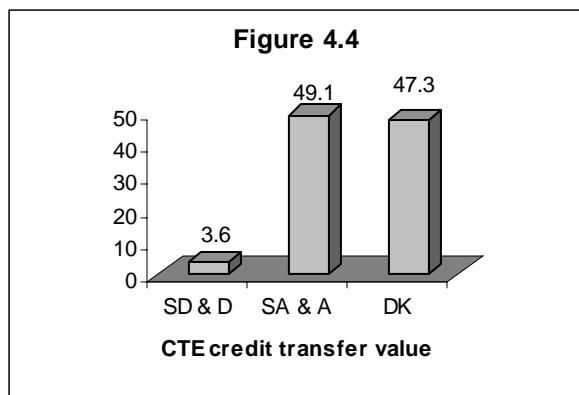
Item two on the survey stated “Students in our high school don't know where to get career and occupational information.” Figure 4.2 presents the responses to this question; 32.7 percent of the respondents strongly agree or agree with this statement while 65.5 percent strongly disagree or disagree and 1.8 percent did not know how to respond to the statement.



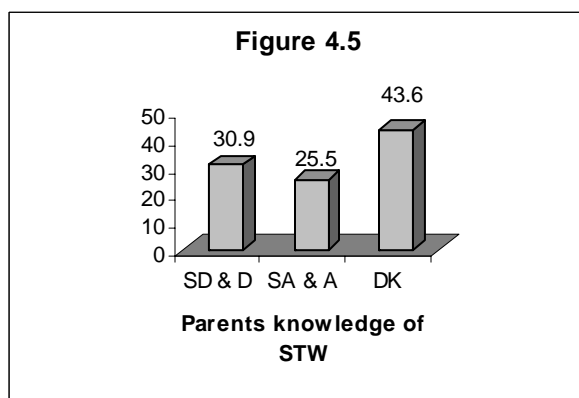
Item three stated “LHS offers sufficient apprenticeships, co-ops and work-based learning opportunities for juniors and seniors.” Figure 4.3 presents the responses to this question; 63.6 percent of the respondents strongly agree or agree with this statement while 20 percent strongly disagree or disagree and 16.4 percent did not know how to respond to the statement.



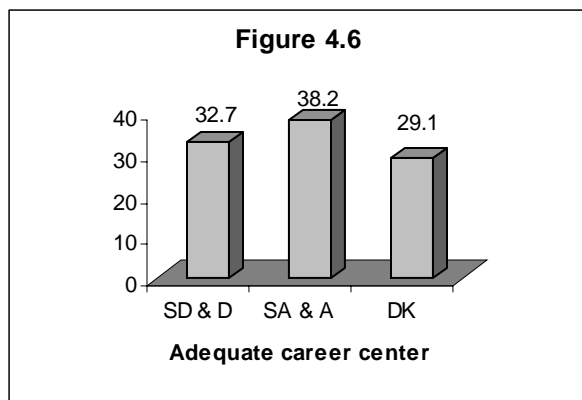
Item number four stated “LHS's Career and Technical Education credits have transfer value to technical colleges and universities.” Figure 4.4 presents the responses to this question; 49.1 percent of the respondents strongly agree or agree with this statement while 3.6 percent strongly disagree or disagree and 47.3 percent did not know how to respond to the statement.



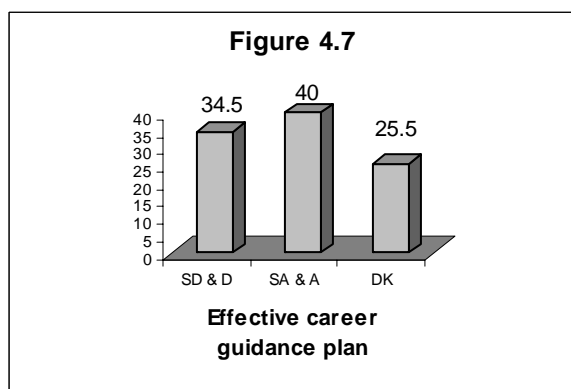
Item number five stated “Parents know about student co-op and apprenticeship opportunities.” Figure 4.5 presents the responses to this question; 25.5 percent of the respondents strongly agree or agree with this statement while 30.9 percent strongly disagree or disagree and 43.6 percent did not know how to respond to the statement.



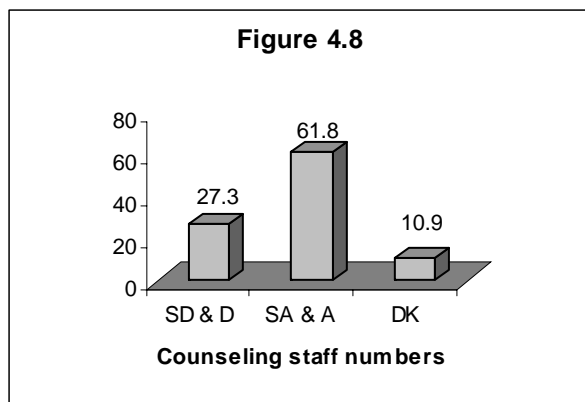
Item number six stated “LHS has an adequate career and occupational development center for students.” Figure 4.6 presents the responses to this question; 38.2 percent of the respondents strongly agree or agree with this statement while 32.7 percent strongly disagree or disagree and 29.1 percent did not know how to respond to the statement.



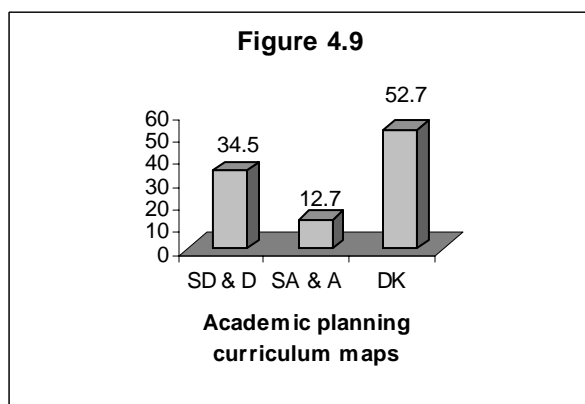
Item seven stated “LHS has an effective career guidance plan.” Figure 4.7 presents the responses to this question; 40 percent of the respondents strongly agree or agree with this statement while 34.5 percent strongly disagree or disagree and 25.5 percent did not know how to respond to the statement.



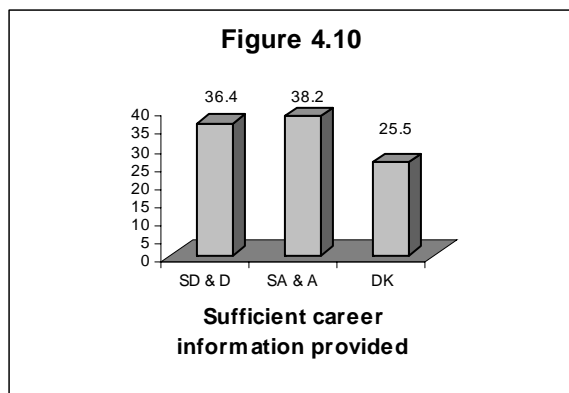
Item eight stated “The counseling staff is sufficient in numbers to implement a successful career and occupational guidance program.” Figure 4.8 presents the responses to this question; 61.8 percent of the respondents strongly agree or agree with this statement while 27.3 percent strongly disagree or disagree and 10.9 percent did not know how to respond to the statement.



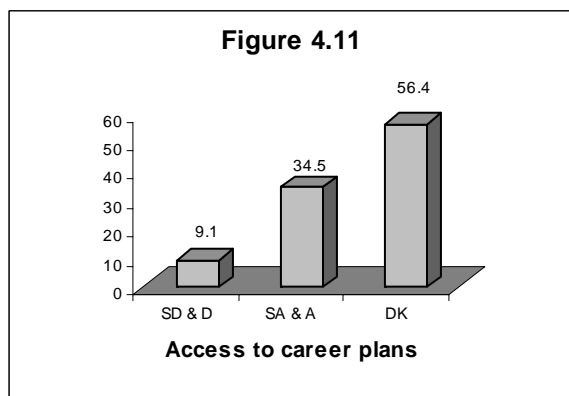
Item nine stated “LHS doesn't have academic planning curriculum maps in major career and occupational areas.” Figure 4.9 presents the responses to this question; 12.7 percent of the respondents strongly agree or agree with this statement while 34.5 percent strongly disagree or disagree and 52.7 percent did not know how to respond to the statement.



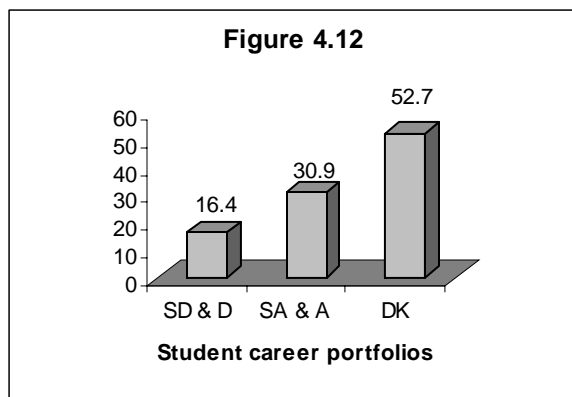
Item ten stated “There is sufficient career information provided to students and parents.” Figure 4.10 presents the responses to this question; 38.2 percent of the respondents strongly agree or agree with this statement while 36.4 percent strongly disagree or disagree and 25.5 percent did not know how to respond to the statement.



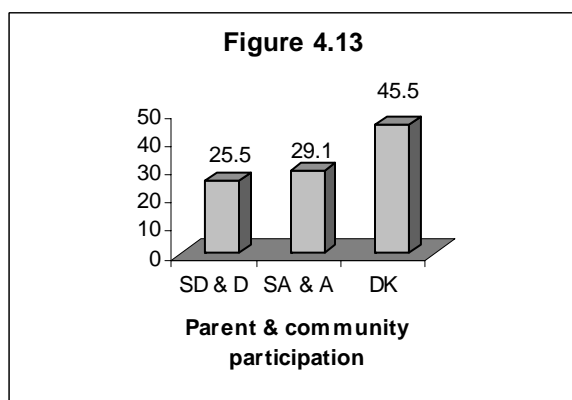
Item eleven stated “Career plans are not written down or kept in an organized file for student, teacher or parent access.” Figure 4.11 presents the responses to this question; 34.5 percent of the respondents strongly agree or agree with this statement while 9.1 percent strongly disagree or disagree and 56.4 percent did not know how to respond to the statement.



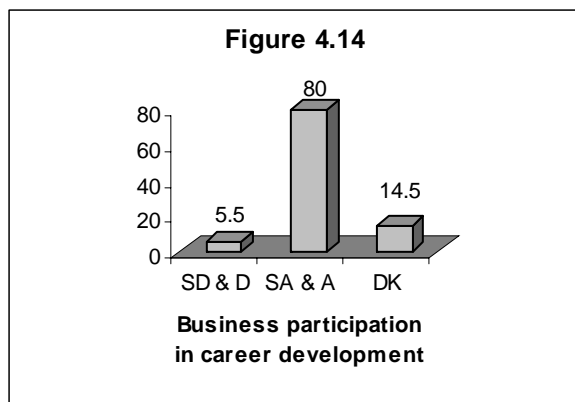
Item twelve stated “Career portfolios document student's career and employability skills.” Figure 4.12 presents the responses to this question; 30.9 percent of the respondents strongly agree or agree with this statement while 16.4 percent strongly disagree or disagree and 52.7 percent did not know how to respond to the statement.



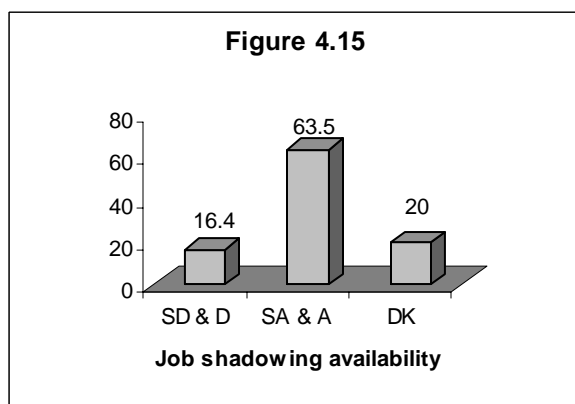
Item number thirteen stated “Parents and community members participate in classroom career exploration activities.” Figure 4.13 presents the responses to this question; 29.1 percent of the respondents strongly agree or agree with this statement while 25.5 percent strongly disagree or disagree and 45.5 percent did not know how to respond to the statement.



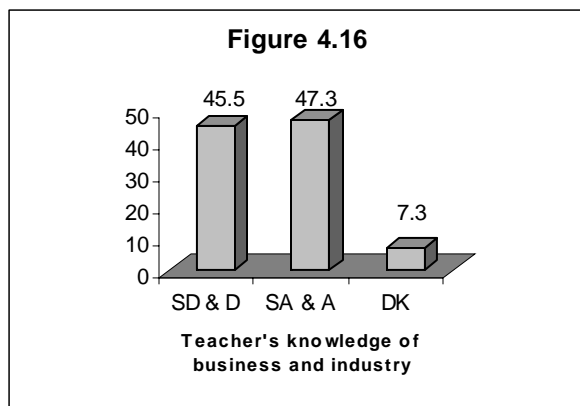
Item number fourteen stated “Business and labor participate in career development activities (career fairs, job shadowing, etc.).” Figure 4.14 presents the responses to this question; 80 percent of the respondents strongly agree or agree with this statement while 5.5 percent strongly disagree or disagree and 14.5 percent did not know how to respond to the statement.



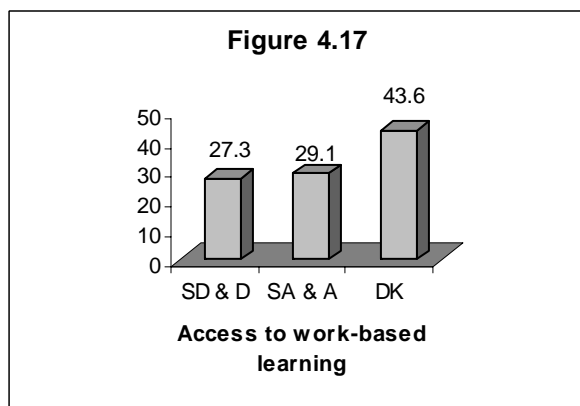
Item fifteen stated “Job shadowing is available to all students at LHS.” Figure 4.15 presents the responses to this question; 63.5 percent of the respondents strongly agree or agree with this statement while 16.4 percent strongly disagree or disagree and 20 percent did not know how to respond to the statement.



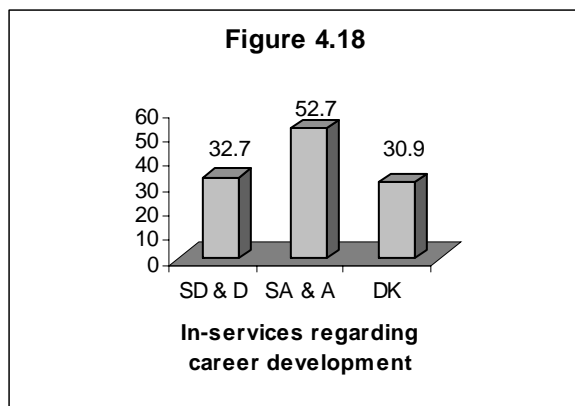
Item sixteen stated “Teachers have a high knowledge level of area business and industry, including skills needed for entry-level employees.” Figure 4.16 presents the responses to this question; 47.3 percent of the respondents strongly agree or agree with this statement while 45.5 percent strongly disagree or disagree and 7.3 percent did not know how to respond to the statement.



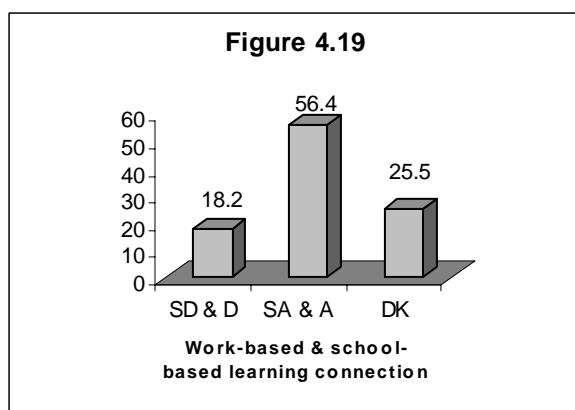
Item seventeen stated “All students at LHS are provided access to work-based learning opportunities.” Figure 4.17 presents the responses to this question; 29.1 percent of the respondents strongly agree or agree with this statement while 27.3 percent strongly disagree or disagree and 43.6 percent did not know how to respond to the statement.



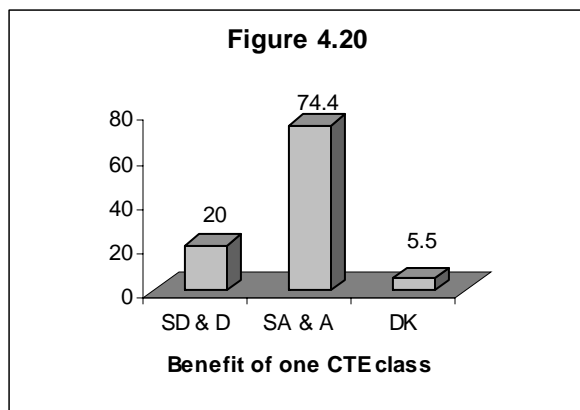
Item eighteen stated “In-services have never included career development and its integration into the curricula.” Figure 4.18 presents the responses to this question; 52.7 percent of the respondents strongly agree or agree with this statement while 32.7 percent strongly disagree or disagree and 30.9 percent did not know how to respond to the statement.



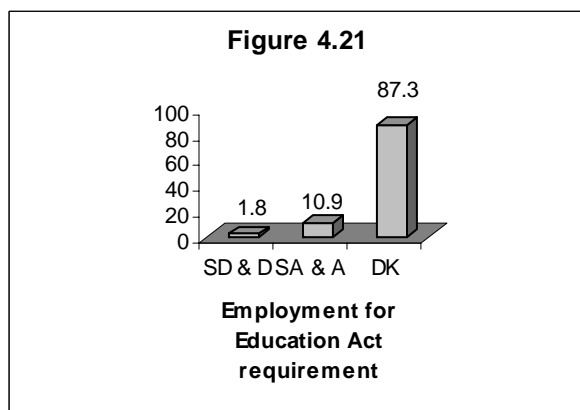
Item nineteen stated “Work-based learning is clearly supported and connected to school-based learning.” Figure 4.19 presents the responses to this question; 56.4 percent of the respondents strongly agree or agree with this statement while 18.2 percent strongly disagree or disagree and 25.5 percent did not know how to respond to the statement.



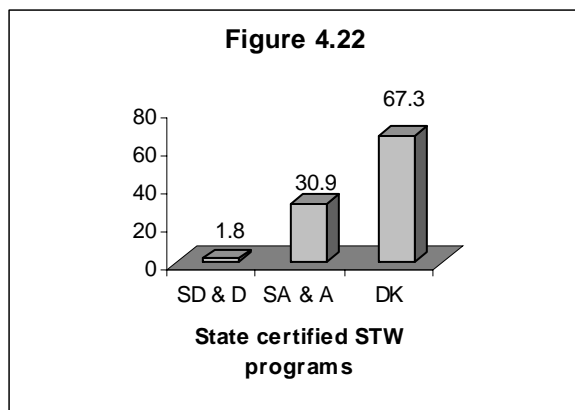
Item twenty stated “All students at LHS would benefit from taking at least one Career and Technical Education class.” Figure 4.20 presents the responses to this question; 74.4 percent of the respondents strongly agree or agree with this statement while 20 percent strongly disagree or disagree and 5.5 percent did not know how to respond to the statement.



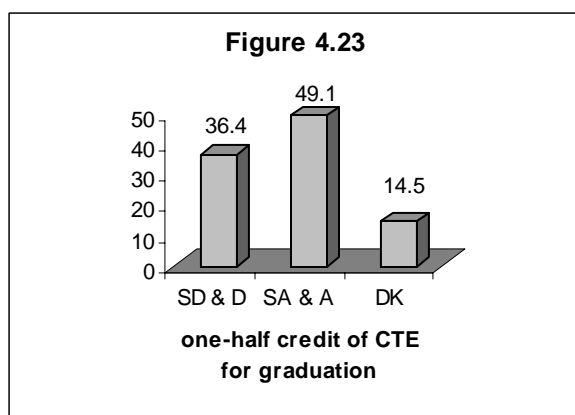
Item twenty-one stated “LHS has met the requirements for the 2004 state mandated Employment for Education Act.” Figure 4.21 presents the responses to this question; 10.9 percent of the respondents strongly agree or agree with this statement while 1.8 percent strongly disagree or disagree and 87.3 percent did not know how to respond to the statement.



Item twenty-two stated “LHS apprenticeship and co-op programs are state certified programs.” Figure 4.22 presents the responses to this question; 30.9 percent of the respondents strongly agree or agree with this statement while 1.8 percent strongly disagree or disagree and 67.3 percent did not know how to respond to the statement.

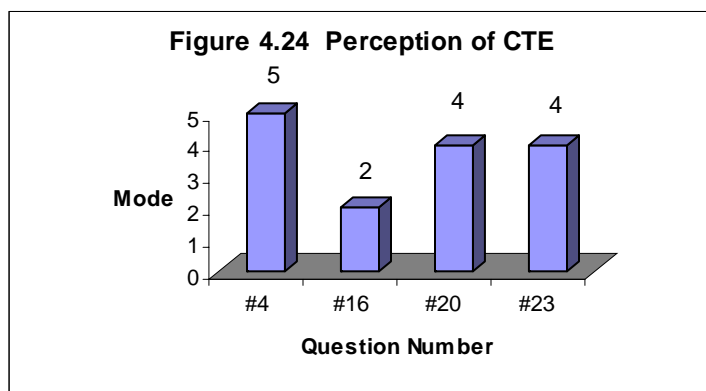


Item twenty-three stated “A one-half credit of Career and Technical Education should be required for LHS graduation.” Figure 4.23 presents the responses to this question; 49.1 percent of the respondents strongly agree or agree with this statement while 36.4 percent strongly disagree or disagree and 14.5 percent did not know how to respond to the statement.

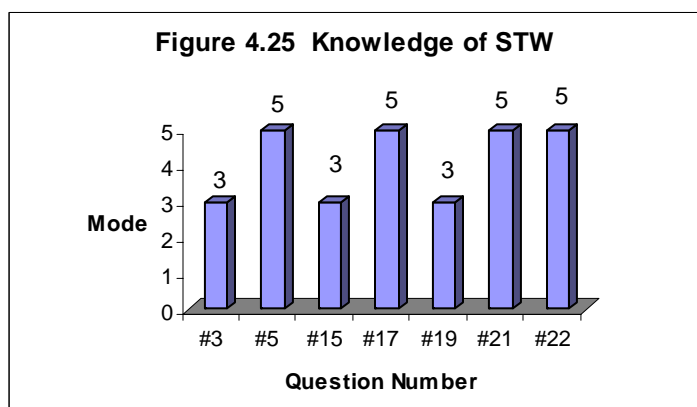


Research Questions Analysis

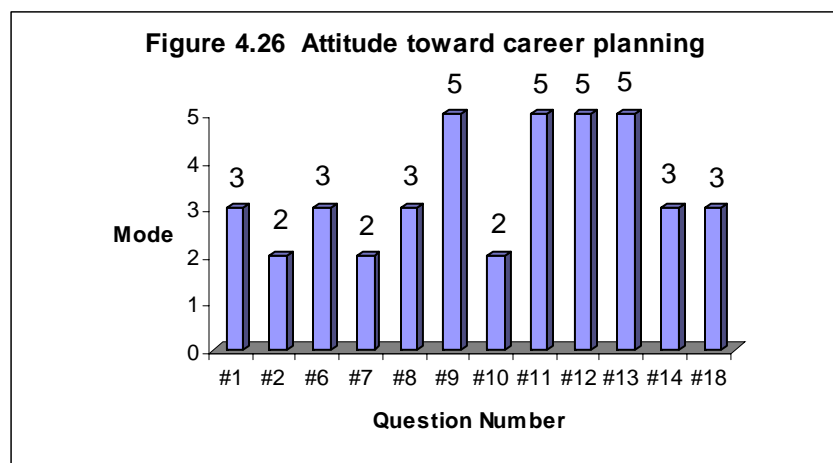
The measure of central tendency chosen to represent the sample is the mode. Research Question number one, What is the faculty perception of the CTE department at LHS? Items 4,16,20, and 23 on the survey addressed this question (figure 4.24).



Research question number two, Are LHS faculty knowledgeable about the STW program? Items 3,5,15,17,19,21 and 22 on the survey represent this question (figure 4.25).



Research question number three, What is the LHS faculty attitude towards student career planning? Item 1,2,6,7,8,9,10,11,12,13,14, and 18 on the survey represent this question (figure 4.26).



CHAPTER FIVE

Summary, Conclusions, and Recommendations

Introduction

This chapter will include three sections. The first section will be a summary of the study, the second section will provide general conclusions of important results. The final section will provide recommendations of the study.

Summary

The purpose of this study was to determine the perceptions of the Wisconsin Rapids Lincoln High School (LHS) faculty on the topic of CTE and STW. Data was collected by using a twenty-three question, Likert scale survey, that all LHS faculty received. Surveys were tabulated by an Excel spreadsheet for statistical analysis of the twenty-three questions and demographic information. Interpretation of the data was conducted by the researcher. Major findings included positive perceptions of the STW offerings at LHS. Almost 75 percent of the respondents, responded strongly agree and/or agree that all students at LHS would benefit from at least one CTE class. Thirty-nine percent of the questions had mode of 5 (don't know) indicating the subjects did not have enough knowledge about the specific questions to have an opinion.

Conclusions

The overall purpose of the study was to examine the perceptions of the LHS faculty on the topic of CTE and STW. Conclusions from the survey and implications are based from the survey results and are limited to interpretation of the researcher.

The perception that LHS offers sufficient apprenticeships, co-ops and work-based learning opportunities for juniors and seniors was 63.6 percent strongly agree and /or agree, 20

percent strongly disagree and/or disagree, and 16.4 percent don't know. Conclusions from this data is a majority of the faculty know we offer apprenticeships, co-ops and work-based learning opportunities for juniors and seniors and have a positive perception of the programs. Although, 36.4 percent responded that we do not offer sufficient apprenticeships, co-ops and work-based learning opportunities or they didn't know.

More than 70 percent of the respondents, responded strongly agree and/or agree that all students at LHS would benefit from taking at least one CTE class. Implications from these results would be to make a CTE one-half credit class required for LHS graduation. Further research would need to be conducted to determine what the class would be, the content to be included, or if any current CTE class would meet the requirement.

The last question on the survey stated just what was implied, a one-half credit of CTE should be required for LHS graduation. Results from this question were 49.1 percent strongly agree and /or agree, 36.4 percent strongly disagree and /or disagree, and 14.5 percent don't know. The 49.1 percent is almost a majority and implies that this credit option deserves more research, but the 36.6 percent that disagree and/or strongly disagree would oppose the CTE one-half credit as a graduation requirement.

Nine of the twenty-three questions (39.1%) had a mode of 5 (don't know). This implies the responders did not have enough knowledge about the specific questions to have an opinion.

Recommendations of Study

When selecting the human subjects, select the entire faculty not just the teaching faculty. Administration, teacher aids, counselors, and nurses interact with students and impact students with every contact. Ask the principal to endorse the survey as a highly recommended survey to complete and have the principal hand it out to all department heads, to distribute to their

respective department members. To attempt to increase the validity of this study, a similar study could be replicated at like-school districts, smaller or larger sized school districts could use this study as a reference.

Recommendations of School District

Three recommendations to the school district resulted from the survey. The first is to provide professional development in-services to all staff on the topics of CTE, STW, and career planning. Survey the faculty again after the in-service is completed and analyze the results against to first survey.

The second is to develop a marketing plan that will inform staff, students, parents, and business and industry about CTE, STW and career planning.

Lastly, research the option of requiring a one-half credit of CTE for LHS graduation.

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APPENDIX A

School-to-Career Survey for Lincoln High School (LHS)

This survey is to assist LHS to better understand student's school-to-career needs and programming.
The information collected will be confidential.

Directions: Please rate each statement by circling a number rating. Feel free to make comments.

Ratings:

- 1 = SD, Strongly Disagree
- 2 = D, Disagree
- 3 = A, Agree
- 4 = SA, Strongly Agree
- 5 = DK, Don't Know

Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	
Department: _____	
Years of Teaching:	
<input type="text"/> 0-5	<input type="text"/> 11-15
<input type="text"/> 6-10	<input type="text"/> 16+

	Statement	SD	D	A	SA	DK
1	Our high school programs currently provides all students with information about careers and occupations.	1	2	3	4	5
2	Students in our high school <u>don't</u> know where to get career and occupational information.	1	2	3	4	5
3	LHS offers sufficient apprenticeships, co-ops and work-based learning opportunities for juniors and seniors.	1	2	3	4	5
4	LHS's Career and Technical Education credits have transfer value to technical colleges and universities.	1	2	3	4	5
5	Parents know about student co-op and apprenticeship opportunities.	1	2	3	4	5
6	LHS has an adequate career and occupational development center for students.	1	2	3	4	5
7	LHS has an effective career guidance plan.	1	2	3	4	5
8	The counseling staff is sufficient in numbers to implement a successful career and occupational guidance program.	1	2	3	4	5
9	LHS <u>doesn't</u> have academic planning curriculum maps in major career and occupational areas.	1	2	3	4	5

over 

Statement		SD	D	A	SA	DK
10	There is sufficient career information provided to students and parents.	1	2	3	4	5
11	Career plans are <u>not</u> written down or kept in an organized file for student, teacher or parent access.	1	2	3	4	5
12	Career portfolios document student's career and employability skills.	1	2	3	4	5
13	Parents and community members participate in classroom career exploration activities.	1	2	3	4	5
14	Business and labor participate in career development activities (career fairs, job shadowing, etc.)	1	2	3	4	5
15	Job shadowing is available to all students at LHS.	1	2	3	4	5
16	Teachers have a high knowledge level of area business and industry, including skills needed for entry-level employees.	1	2	3	4	5
17	All students at LHS are provided access to work-based learning opportunities.	1	2	3	4	5
18	In-services have never included career development and its integration into the curricula.	1	2	3	4	5
19	Work-based learning is clearly supported and connected to school-based learning.	1	2	3	4	5
20	All students at LHS would benefit from taking at least one Career and Technical Education class.	1	2	3	4	5
21	LHS has met the requirements for the 2004 state mandated Employment for Education Act.	1	2	3	4	5
22	LHS apprenticeship and co-op programs need to be state certified programs.	1	2	3	4	5
23	A one-half credit of Career and Technical Education should be required for LHS graduation.	1	2	3	4	5